

# History

# Rationale

## **Lister Infant History Rationale**

### **“Respect for all, Learners for Life”**

Our school motto is the motivation behind our school and what makes our school curriculum unique. It is our core belief that entwines and leads the curriculum at our school.

#### **Vision**

To create a safe, happy, caring and inclusive school where children, staff, parents and visitors feel valued, are encouraged to succeed, are treated with respect, love learning and actively work together to be the best they can be.

#### **Intent**

The Staff and Governors of Lister Infant School aim to offer a stimulating curriculum and environment that allows all pupils to fulfil their potential regardless of race, creed, gender or ability and to develop a sense of their own worth and respect for others. We aim to support our pupils in becoming independent, resilient, lifelong learners with a positive attitude to school and life.

At Lister Infant school we offer an inclusive, fun and engaging History curriculum that allows all pupils to reach their full potential. It is carefully tailored to our school with strong links to the local area and wider community, ensuring learning is relevant and meaningful for all of our pupils. History holds an important place in the growth of our children, which gives them a sense of where they have come from and how society has changed and developed.

History is a vital subject in order for pupils to gain a coherent knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. Teaching and learning in History equips pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups.

Our History curriculum allows children to develop their cultural capital. Purposeful and natural links to British values and discussions around being good UK and global citizens, are threaded through the curriculum. At Lister Infant School we aim to provide a culturally, rich curriculum through exposure to a range trips, workshops, visitors and themed days. History lessons at Lister support our pupils to become inquisitive, independent, resilient learners for life!

## **Key drivers:**

- To provide an exciting and engaging History curriculum that is accessible to all pupils.
- To provide a culturally rich History curriculum, relevant to our children so they have breadth of experience.
- To ensure there is breadth, depth and progression in teaching and learning across the History curriculum, within and across year groups to increase pupil's knowledge, skills and understanding.
- To have high expectations of all our pupils by providing challenge.
- To foster a love of learning about the past and to make every child a historian.
- To encourage our children to persevere and aspire to be their best.
- To expose our children to a multitude of enrichment through trips, visitors, enhancements, themed weeks and days to inspire our children and switch them on to learning and achieving.

## **Implementation**

Our History curriculum has been developed based on the 2014 National Curriculum and Historical Association for primary schools. As a school we have carefully selected topics and tailored them to our school, local community and children. It is carefully mapped out to ensure sequential teaching within and across year groups. Teaching follows a carefully devised progression in knowledge, skills and understanding for the different taught areas with clear milestones for each year group to achieve.

History is taught once a term through topics and each topic is led by a leading enquiry question. History is taught progressively across year groups with key knowledge and skills being constantly revisited to allow children to deepen their understanding and gain 'sticky knowledge'. This clever repetition allows our children to master skills over time and results in our pupils becoming increasingly competent and confident. Strong cross curricular links, the study of key local people and curriculum enhancements allow children to embed and deepen their learning in history. (Please see each year group's curriculum page for a full breakdown of History for the year).

Through carefully selected topics our pupils are given ample opportunities to learn all about the history of our amazing city and some of its key innovative people including the Fab Four and Frank Hornby. Year Two enjoy a trip to the Beatles Museum and a whole school Beatles Day brings the topic to life! Children also learn about local war heroes including Noel Chavasse and Arthur Proctor and study events that are significant nationally and globally including the first aeroplane flight and the Great Fire of London. As part of the

History curriculum we offer a range of trips, visitors and themed days to inspire our children to learn and achieve. We have strong community links and are currently involved in local history in the making! First hand experiences make children's learning meaningful and really engage children in the history topics.

Nursery and Reception provide the building blocks for historical enquiry and learning, children are exposed to key historical language and begin to gain an understanding of the passing of time. Engaging activities and concrete artefacts support historical thinking and interpretation and encourage children to enquire and ask questions. Although entwined within the whole of the Early Years Foundation Stage Curriculum, history specifically falls under the aspect 'Peoples and communities' in the area of learning 'Understanding the World'.

In KS1 children begin to look at a range of sources including photographs, dairy entries, letters and eye witness accounts. Lessons build on knowledge understanding and skills as the children revisit learning through seven key concepts:

- Chronological Understanding
- Historical Enquiry
- Historical Interpretation
- Continuity and Change in and between periods
- Cause and Consequence
- Similarity/difference
- Significance of events and people

At Lister we promote the teaching and learning of history at every opportunity. To develop young children's chronological awareness and understanding in the EYFS, nursery and reception display timelines with photographs of key events that are added to throughout the year. For example Nursery will include trips, visitors, curriculum enhancements and celebration days. This progresses in Reception and includes key historical learning that has been taught, for example key inventors such as Alexander Graham Bell. KS1 classrooms revisit this skill and each classroom displays a timeline of the key historical events studied so the children can see where the events fits in relation to each other, this develops to include intervals and then duration.

### **Inclusion**

Our school is an inclusive school and in each class there are children with a range of additional needs including ADHD, Dyslexia, Speech and Language, ASD and moderate learning difficulties. Our school recognises that children, with these different needs, benefit from an adapted lesson to allow all children to be successful and access activities at a level appropriate to their skills and needs. Resources are used to cater to the needs of individuals and support provided by staff as necessary. Any pupils with special educational needs are identified and teachers ensure lessons are catered to suit every pupil's needs through

adapting tasks, using resources and staff as necessary. We want all our pupils to apply what they know with increasing fluency and independence.

### **Family links**

At Lister we recognise the importance of parental engagement and we give opportunities for our pupils to experience a range of visits and contributions from parents, grandparents and members of the local community to support with their historical learning. From sharing family war medals to visits from local archaeologists sharing inspiration for future professions, we acknowledge and encourage the range of expertise from our local community. Parents are strongly encouraged to be fully involved in their child's education. Parents are invited to review their children's school books (during open afternoons and parent evenings) and to support their child in responding to their teacher's feedback. Parent comments are added to topic books (learning journey's in EYFS) to share their view on progress, enjoyment and attainment. Lister Infants shares learning through Twitter and the school website which is a great way for our families to access what the children are experiencing in the classroom and to continue that learning at home.

### **Impact**

"The more you know about the past, the better prepared you are for the future."

Theodore Roosevelt

We expect all pupils to make progress which we see as knowing more and remembering more of the intended History curriculum over time. We have high expectations for all of our children and the majority of our pupils leave with key skills taught in History including asking perceptive questions, thinking critically, evaluating evidence and examining arguments. This gives our children invaluable and transferrable skills to support them in their next stage of learning and equip them to for later life.

Assessment is key to driving pupil learning forwards and to ensure we cater to every child's needs by identifying the next steps in their learning journey. Feedback contributes to every child achieving the progress and attainment they are capable of.

During the Foundation Stage and KS1 teachers complete ongoing informal assessment to support each child's learning and development and identify the next steps in their learning. Opportunities include teacher observation, questioning, child discussions and oral feedback against the learning objective and assessment criteria for the lesson. Teachers share these next steps with pupils to support children in moving their learning on.

Children are assessed by their class teacher at the end of each term and the data is logged onto the school system mid-year and end of year and used by the History Lead, Assessment

Coordinator and Senior Management team who track pupil progress. Year group staff meet with the school Senior Leadership Team to discuss pupils each term and identify those at risk of not meeting targets. These children will then receive additional support through interventions to ensure the gap is narrowed and that they catch up quickly.

At the end of each year teachers complete summative assessments against EYFS and National Curriculum level descriptors. Teachers must make a judgement as to whether the child's learning and development is best described by:

- the description of the level of development expected at the end of the year (expected);
- not yet at the level of development expected at the end of the year (emerging);
- or beyond the level of development expected at the end of the year (exceeding).

(See assessment policy for further details)

The school implements a termly programme of prioritised monitoring, review and evaluation which includes:

- Book scrutiny (where appropriate)
- Lesson Observations where appropriate
- Pupil Voice
- Learning walks

The coordinator feeds back to the Senior Leadership Team each term by completing a termly report monitoring data for all children including specific groups. As a result of analysing data, actions are shared with staff and monitored by the co-ordinator. Additionally a learning walk takes place where lessons, books and pupil voice are triangulated to ensure high quality learning is happening.

At the end of each year, a subject action plan is devised, monitored throughout the year and reviewed at the end of the following year.

We ensure all staff receive regular CPD in order to provide the highest quality of education to our pupils. Staff who have attended CPD training feedback to other members of staff at staff meetings to ensure good practice is implemented by all. We also invite experts into school to lead whole staff training and the subject lead attends meetings throughout the year with the Local Authority.